

**MINUTES OF WORK SESSION MEETING OF SCHOOL DISTRICT BOARD
OF
SHERIDAN SCHOOL DISTRICT 48J**

June 10, 2015

The Board of Directors of District No. 48J, Yamhill County, State of Oregon, by common consent convened in Work Session – Lighthouse Project at the Sheridan School District Office in said district at 4:08 p.m. on the 10th day of June, 2015.

1. Meeting Called to Order

Mrs. Breeden called the meeting to order at 4:08 p.m.

2. ROLL CALL

Board:

<input checked="" type="checkbox"/>	Michael Griffith, Director
<input checked="" type="checkbox"/>	Larry Deibel, Director
<input checked="" type="checkbox"/>	Jeff Ashlock, Director, left 5:15
<input checked="" type="checkbox"/>	Judy Breeden, Chairperson
<input type="checkbox"/>	Terry Chrisman, Director, absent

Others Present:

Steve Sugg, Superintendent
Penny Elliott

3. PRESENTATION: Lighthouse Project – by Renee Sessler/Spencer Lewis

The Board met for the Lighthouse Project Training.

Module 11 -

Guiding Principles Development: Embedding Change in the Culture.

Developing policy – to ensure stay

Lighthouse policy – are guiding principals

Outcome: Engage in a deliberative process to develop guiding principles that directly impacts student learning.

What is really important to the board to allow your principals to go forward.

Conditions for Productive Change.

1. Explain
2. Describe
3. Indicators

List of conditions – strengths and weaknesses
(literacyinlearning.org) – about collaborations/free

1. Connections across the system

- a. Team work with a common purpose
 - i. Collaboration going on
 - ii. People working together
 - iii. Common in for up & down the district
 - iv. Shared strong purpose
 - v. Job is to improve education
 - vi. Shared decision-making

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2. Knowing what it takes to change Achievement
 - i. PLCs people working together in groups
 - ii. Goals & clear vision
 - iii. Curriculum closely aligned
 - iv. Everyone working to sow growth
 - v. Learning culture
3. Workplace support
 - a. “Teamwork PLCs”
 - i. Times is available for groups to meet
 - ii. Works best K-5 & 6-12 still figuring it out
 - iii. Collaboration wants to create belief in staff that they can succeed – be effective to be effective
4. Professional Development
 - i. PLCs for all teachers
 - ii. Embedded in the district – ½ hr every Thursday
 - iii. Data shows how the PD is impacting kids
 - iv. Beginning of year and two days middle of the year PD
 - v. Focus on instructional practice (ie AVID, RTI, PBIS strategies)
5. Balance between District direction & Building autonomy
 - a. “Reliance on data district-wide to achieve equity”
 - i. Regularly use data
 - ii. Actions modified based on results
 - iii. Better alignment K-12 (vs K-5, 6-8, or 9-12)
6. Community Connection
 - i. Hear the community’s wishes
 - ii. Are responsive & cooperative
 - iii. Action research successful engagement practices
7. Distributed Leadership
 - i. Democratic process
 - ii. Like to see more of this at HS
 - iii. Based on area of expertise

Role of the Board:

1. Set Clear Expectations
2. Create Conditions for Success
3. Hold the System Accountable

Policies
Priorities
Improvement Focus Area
Goals
Principles (guiding principles)

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Activity on how to narrow down choices –

Dialogue and Deliberation:

Dialogue:

- with spouse and kids – to converse or understand (listen to understand – to clarify)

Deliberative:

- Getting a divorce (reasons, should we/shouldn't we)
- Hiring a superintendent (choosing 2 out of 6; the process to take place)

Guiding principle about deliberations – seek to listen to understand

Forced choice activity

Dialogue & Deliberation

How will it play out

Why is it important

So . . .What????

Professional learning communities

What is the purpose of the PLC

To give students the best education they can get

PLCs are about shared responsibilities

The last 10 years we have actually educated students

Goal – everyone needs to graduates – need to change

(Forced Choice Activity)

1. PLC (10)
2. Reach out to Community
3. Professional Development (13)
4. Work place Support - rewards for staff
5. We can achieve (15)
6. Every student can learn to a high level (13, 11, 11)
7. Believe in every student (14, 13, 12)
8. Every student every day (13)
9. It is OUR responsibility (10, 11)
10. Continuous Improvement
11. Move teacher/community involvement (15, 11)

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12. High expectations for improvement (15, 11, 11)
13. Monitor progress (14)
14. Clear expectations
15. Post education guidance (11)
16. Make decisions that demonstrate commitment (15)

(Red – 1st; Blue – 2nd; Green – 3rd; Black – 4th)

Of the top choices;

What can you support?

How will you know if your expectations are met?

A starting point:

Every student can learn every day to a higher level with more teacher and community involvement or with continuous improvement.

Changed to –

Every student can learn every day to a higher level with continuous improvement for high expectations

Or-

It's our responsibility to make decisions that demonstrate our commitment to every student every day.

Or-

We believe every day that each student can learn to high levels.

Or-

We believe in ourselves and students

Next meeting to be – Wednesday July 8, 2015

Adjourned at: 8:15 pm

Respectfully Submitted by:
Penny Elliott

Superintendent/Designee

Board Chair/Designee